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ABSTRACT

The New Horizons Program of the Des Moines (Iowa) public schools provides supportive services such as counseling, attendance monitoring, career-related instruction, work experience, and coordination with community agencies to dropout-prone students and their families to improve academic achievement and increase graduation rates. Work experience is a major program component. Funding is from a variety of sources, with nearly 40 percent of funds derived from outside the school district. An evaluation of the program conducted in 1992-93 confirmed the staff-development initiatives of the project and its use of advanced technology through computer classes and computerized records. Evaluation of project outcomes suggests that the program provides a variety of experiences for the approximately 1,400 at-risk students it serves. The program has been effective for 25 years, as is demonstrated by the numbers of youth who attend school more consistently and graduate. Over the past 5 years, New Horizons has consistently met the majority of its objectives, and it is projected to continue to serve at-risk students in Des Moines. One appendix summarizes the program's flood-relief project. (SLD)

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Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, Iowa 50309-3399

Planning/Evaluation Report
for
1992-93
New Horizons Program

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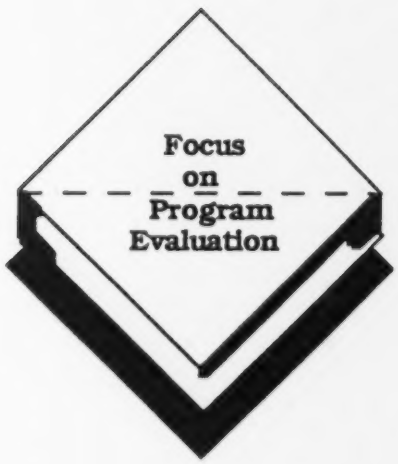

December, 1993

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New Horizons Program
Evaluation Abstract

CONTEXT EVALUATION

The New Horizons Program provides supportive services such as counseling, attendance monitoring, career related instruction, work experience, and coordination with community agencies to dropout-prone students and their families in order to improve students' school achievement and increase their graduation rate. Program services make it possible for students who have low academic interest and who are economically disadvantaged to stay in school, to become consistent in their attendance, and to improve their school achievement. Work experience, a major component of the program, helps students focus on learning for a purpose--to see the connection between what they are being asked to learn in school and the application of that knowledge in the world of work.

INPUT EVALUATION

Funding for the New Horizons Program comes from a variety of sources. During fiscal year 1992, 16 different funding sources supported the program with approximately 40 percent of the funds derived from sources outside the District. The total budgeted during fiscal year 1992 was $1,725,030.

Staffing costs for the New Horizons Program were budgeted at $974,701. Youth wages comprised $357,831 of the budget, and benefits on all salaries and wages were $240,855. Instructional materials and staff development costs ($24,149), program supplies and materials ($77,798), equipment ($9,649) used in providing services to the elderly, conducting special projects in the community and office materials and equipment comprised a total of $111,596. Staff development activities for New Horizons staff was budgeted at $2,186 and instructional materials in support of the New Horizons Program were budgeted at $7,940. Student enrichment incentives for program enrollees comprised $8,043 of the budget and telephone costs for the New Horizons Program were budgeted at $8,195. Travel and staff mileage were budgeted at $13,683.

PROCESS EVALUATION

The responsibility of the Supervisor of the New Horizons Program is to provide leadership which will maintain the integrity of the program's mission and provide management in order for the program to operate in an effective and efficient manner. The Supervisor of the New Horizons Program reports to the Executive Director of Middle and High School Programs and directly supervises the following staff who are officed at 1800 Grand: Grant Consultant, Program Specialist, Program Services Coordinator, Private Sector/Apprenticeship Coordinator, Assistant for Home Repair/Chore Service Programs, five minor home repair staff, and three secretarial/clerical staff. The Supervisor also directs the work of the two learning coordinators of the New Horizons Outreach Project, one each assigned to the Casady and Kurtz Facilities, and the SUCCESS Program Manager at North High School. In addition, the Supervisor has a consultative relationship with six New Horizons advisors assigned to each of the high schools and Harding Middle School, two and one-half School Within a School work experience staff, and two Home Remodeling Project instructors at East High and Central Campus. During the summer, the Supervisor directs the work of 15 counselors, two coordinators, one Iowa Conservation Corps Camp Director, and one Private Sector Project Unit Leader.

New Horizons staff have been provided on-going staff development experiences which naturally relate to the diverse needs of the youth and families whom they serve. In 1992-93 these staff development activities were provided: cross cultural training, school law and related issues, sex and teen pregnancy, update on Job Training and Partnership Act legislation, program visioning, mission statement development, review of Iowa Department of Job Service services, and Calendar Paradigm Committee Overview.

New Horizons has utilized technology by providing computers at each building and computer classes in Filemaker Pro and the Guidance Information System. The use of computer technology has assisted in better organization in student data information and more creative curriculum for personal, social, career, and life skills development.

PRODUCT EVALUATION

In response to the needs of youth at risk in Des Moines, the New Horizons Program provides youth a variety of experiences and programs, both academic and vocational, which make it possible for youth to stay in school, to become more consistent in their attendance, and to improve their school achievement. The services provided by the New Horizons Program encourage and motivate approximately 1,400 students who are at risk of dropping out of school to stay in school and improve their attendance and school achievement. The major goal of the program is to provide supportive services to youth to ensure that they graduate. These services do not supplant other educational services provided to students at risk, but supplement and reinforce them. Program services are offered through the following program components: Work Experience/Supportive Services, Home Remodeling Project, Home Repair/Chore Service, Private Sector Focus Project, Apprenticeship Project, and Summer Youth Employment Program.

The New Horizons Program has been successful in offering quality services for 25 years. The effectiveness of program services can best be assessed in relation to the numbers of program youth who attend school more consistently and graduate. Many New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public Schools students even though they were selected for participation in New Horizons because of their poor attendance, low school achievement, and potential for dropping out of school. Over the last five years, New Horizons has consistently met the majority of its objectives including those pertaining to attendance rates, the dropout rate, and the number of placements of students in work experience activities. Also, on-the-job experiences promote general employability skill development, i.e., consistency, punctuality, learning to work cooperatively with peers and supervisors, learning to work under supervision, as well as skills unique to their work sites.

FUTURE PLANS

The New Horizons Program will continue to be responsive to the changing needs of youth and families at risk by actively improving services and structures which involve the entire community:

- personal, vocational, and educational counseling as well as attendance monitoring
- career related instruction
- work experience placement and coordination
- outreach to dropouts
- improvement of housing stock through home remodeling, lawn maintenance, and minor home repair and chore services
- case management and intensive coordination of services to students/families at high risk, i.e., food, shelter, clothing, unconditional positive regard, advocacy, crisis intervention, and prevention strategies such as health services, counseling, employment connections
- community-wide collaborations providing services to children, youth, and families at high risk.

In relation to the challenges we are facing, the District through New Horizons has received a four-year, continuing grant from the Iowa Department of Education to provide multi-level services which will more comprehensively meet the needs of high-risk students and their families in a coordinated, timely and pro-active fashion within the school setting. This initiative, the SUCCESS Program, will continue to be demonstrated at Moulton Elementary, Harding Middle, and North High School, as well as the Alternative High Schools North and South. Other buildings will be added as funding permits. The SUCCESS Program is being evaluated in a separate report.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515/242-7839. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS).

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New Horizons Program

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Des Moines Independent Community School District

Des Moines, Iowa 50309-3399

December, 1993

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT

DES MOINES, IOWA

MISSION STATEMENTS

DISTRICT MISSION STATEMENT

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

NEW HORIZONS PROGRAM MISSION STATEMENT

"The New Horizons Program of the Des Moines Public Schools will provide supportive services including counseling, work experience, and coordination with community agencies to meet the needs of a selected population of students and their families to improve life skills, school achievement, graduation rates, and visions of their futures."

CONTEXT EVALUATION

History

The New Horizons Program provides supportive services to make it possible for dropout-prone students to stay in school, to become more consistent in their attendance, and to improve their school achievement. These supportive services include counseling, attendance monitoring, career related instruction, coordination with human services, and work experience placement. Changing demands of the labor market for entry-level workers have made it increasingly more important to provide youth with experiences and services which empower them in their transition from school to work. Work experience, a major component of the program, helps students focus on learning for a purpose--to see the connection between what they are being asked to learn in school and the application of that knowledge in the world of work. Also, on-the-job experiences promote general employability skill development, i.e., consistency, punctuality, learning to work cooperatively with peers and supervisors, learning to work under supervision, as well as the development of skills unique to their work sites.

The New Horizons Program has been successful in offering quality services for 25 years with approximately 40 percent of the program budget derived from sources outside of the District. The effectiveness of program services can best be assessed in relation to the numbers of program youth who attend school more consistently and graduate. Most New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public Schools students even though they were selected for participation in New Horizons because of their poor attendance, low school achievement, and potential for dropping out of school.

Policies, Standards, and Regulations

Services provided by the New Horizons Program are a part of the District's overall plan to meet the State Standard for Students At Risk. The State Standard is as follows (12.5 [13] Provision for At-Risk Students):

> "The board shall have a plan to identify and provide special assistance to students who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The plan shall accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.
>
> "The plan shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The plan shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social and academic improvements of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation."

Current Program Description

In response to the needs of youth at risk in Des Moines, the New Horizons Program provides youth a variety of experiences and programs, both academic and vocational, which make it possible for youth to stay in school, to become more consistent in their attendance, and to improve their school achievement. The services provided by the New Horizons Program encourage and motivate approximately 1,400 students who are at risk of dropping out of school to stay in school and improve their attendance and school achievement. The major goal of the program is to provide supportive services to youth to ensure that they graduate. These services do not supplant other educational services provided to students at risk, but supplement and reinforce them. Program services are offered through the following program components:

- **Supportive Services/Work Experience**: provided to 467 dropout-prone New Horizons students and 196 School Within A School (SWS) students in the five comprehensive high schools and at Harding Middle School through six New Horizons advisors and 2.5 SWS advisors; includes supportive services

such as vocational and personal counseling, attendance monitoring, career related instruction, job development and placement, work experience monitoring, enrichment activities, and staff consultation. An additional 78 students enrolled in various educational programs, i.e., District special education programs, alternative high schools, Youth At Risk Consortium, were provided subsidized work experience services.

•**Home Remodeling Project**: funded through City of Des Moines Community Development Block Grant, (CDBG), Vocational Education funds and District funds; is provided to approximately 43 students at East High and Central Campus, with one instructor at each school; includes "hands-on" instruction in home renovation and remodeling and exploration in building trades.

•**Home Repair/Chore Service**: funded through a combination of City of Des Moines Community Development Block Grant funds, CrossRoads of Iowa Area Agency on Aging, Inc., Title III and State Elderly Services funds, Mid-Iowa Health Foundation, and the District general funds; five minor home repair staff and 34 student workers provided minor home repair and chore services to elderly, indigent, and handicapped residents of Des Moines. In 1992, 1,140 different clients were provided services.

•**New Horizons Outreach Project**: offered at Casady and Kurtz Facilities with one learning coordinator at each school to 137 young people who had previously dropped from school; dropouts are identified through various social service agencies and through a general mailing to District dropouts; includes re-entry to an educational program (Alternative High Schools, GED, comprehensive high schools), vocational and personal counseling, attendance monitoring, career related instruction, job development and placement, work experience monitoring, enrichment activities, and staff consultation.

•**Private Sector Focus Project**: offered to all program enrollees; the Private Sector/Apprenticeship Coordinator includes job development and placement in semi-skilled jobs in the private sector; seeks long-term commitment of private sector employers; 116 youth were placed in private sector jobs through this component.

•**Apprenticeship Project:** apprenticeship opportunities developed for three high school seniors on a part-time basis while in school that have the potential of leading to full-time employment upon graduation; provides guidance and leadership to youth wishing to become skilled in their chosen trade; sponsored jointly by the Des Moines Public Schools and the Federal Bureau of Apprenticeship and Training.

•**School Within A School (SWS) Work Experience Component**: offered at the five comprehensive high schools; includes career related instruction, supportive services, staff consultation, job development and placement, and work experience monitoring to 196 youth enrolled in SWS; cooperatively managed with SWS Coordinator.

•**Iowa Conservation Corps Young Adult (12 month) Project**: funded through Iowa Department of Economic Development/Iowa Conservation Corps Program. This project provides a variety of related work experience in collaboration with the City of Des Moines Parks and recreation Department, Iowa Methodist Medical Center, Des Moines Public Schools, and United Way of Central Iowa. Eight youth benefited from supervised work experience in the areas of medical technology, clerical and business skills, home inspection/weatherization, and park and recreation maintenance. A key element is the opportunity to accumulate up to $5,000 per year toward post-project education (tuition, books/fees, room/board).

•**Summer Youth Employment Program**: funded through City of Des Moines CDBG, private sector employers, Iowa Conservation Corps, Iowa Methodist Medical Center, Commission on National and Community Service, Mid-City Vision Committee and Norwest Bank; provided to 828 economically disadvantaged, dropout-prone youth aged 14 through 21; includes paid work experience, supportive vocational and personal counseling, and career related seminars which emphasize occupational opportunities in central Iowa and current labor market information. The summer program components with 15 counselors include: Summer Horizons Private Sector Project, Iowa Conservation Corps/Summer Component, Neighborhood Improvement Project, Iowa Conservation Corps/Young Adult Year Round

Component, Home Repair/Chore Service, Iowa Methodist Neighbors Youth Mentoring Project, Summer of Service, Model City Project, and Norwest Youth Task Force (Flood Cleanup Project).

Needs Addressed by the New Horizons Program

The Des Moines Public Schools serves a diverse population of students which includes many defeated, discouraged children and youth who come from fragile families. Tragically, there are growing numbers of these young people and families. According to the Iowa Department of Education, between 1983 and 1990, the number of child abuse cases found to have a basis in fact rose by 39 percent and foster care placements rose by 40 percent. Also, the number of Iowa children living in poverty has doubled during the last eight years: in 1987, one in five was poor, compared with one in ten in 1979.

In spite of the District's best efforts in providing instruction, including corrective and special programming instruction, many of these youth, at best, make marginal progress in mastering basic skills and becoming employable in an increasingly technological work place.

In most American families, children learn the significance of work primarily by example as parents model these values for their children. This is not the case, though, for many of the students served by the New Horizons Program. They need special advocates to help them prepare for work. Because many disadvantaged youth have not had models for work experience, they often have not developed the appropriate values related to productive work and do not see the relationship between the amount of education one has, the amount of responsibility one has, and the amount of money that one earns.

High school students who benefit from positive, supervised work experience are more likely to graduate and have consistent employment during their adult lives. The transition from school to work is critical. The opportunity for early work experience empowers young people to become part of our economic system. Early work experience also facilitates the development of attitudes and skills necessary for success on the job and in their adult lives. For this targeted group for whom the transition would be difficult, vocationally oriented support services can provide the impetus for a productive and positive transition.

Goals and Objectives

The major goal of the New Horizons Program is to provide supportive services which will assist students in improving their school achievement and attendance rate in order to keep students in school until they graduate. Strategies utilized to reach this goal include individual counseling, attendance monitoring, home contacts and visits, career related instruction, and work experience. The New Horizons Program functions in support of school programs at Harding Middle School and East, Lincoln, North, Hoover, and Roosevelt High Schools. It also includes the New Horizons Outreach Project at the two Alternative High Schools.

The overall goals and objectives and the supportive services of the New Horizons Program are in alignment with the District's mission statement and objectives and are designed to promote building objectives identified for the 1992-93 school year.

Improvements in Effectiveness

The New Horizons Program (NHP) has consistently met the majority of its program objectives including those related to attendance rates, dropout rates, and placement of students in work experience activities.

Objective	1992-93	1991-1992	1990-1991	1989-1990	1988-1989	1987-1988
NHP attendance rate not more than 10% below that of all students at the same schools	Within 1.2% of total school rates	Within 5.7% of total school rates	Within 2.5% of total school rates	Within 3.1% of total school rates	Within 2.9% of total school rates	Within 4.0% of total school rates
Dropout rate will not exceed 5% of the rate for all students at the same schools	NHP dropout rate 0.9% less than dropout rate for all students at the same schools	NHP dropout rate 0.9% less than dropout rate for all students at the same schools	NHP dropout rate 1.4% less than dropout rate for all students at the same schools	NHP dropout rate 2.8% less than dropout rate for all students at the same schools	NHP dropout rate .8% less than dropout rate for all students at the same schools	NHP dropout rate 5.1% less than dropout rate for all students at the same schools
Number of work experience placements	276 NHP placements 176 SWS placements	261 NHP placements 154 SWS placements	305 NHP placements 146 SWS placements	305 NHP placements 144 SWS placements	302 NHP placements 117 SWS placements	272 placements

For 1992-93, the attendance rate for all New Horizons students (90.1%) was within 1.2 percent of the attendance rate of all students in New Horizons Program schools (91.3%). The dropout rate for New Horizons students was 3.1 percent compared to 4.0 percent for all high school students, or 0.9 percent less.

Use of Committees

Three special committees provide input and make recommendations regarding the services of the New Horizons Program.

Youth At Risk Coalition: In September, 1988, those involved in managing a variety of services to students at risk, including the New Horizons Program, began to regularly meet to review these programs' effectiveness and to assess how the District, in light of diminishing resources, can better meet the increasing numbers of needs of children, youth and their families who are living under circumstances which place them at high risk.

This group developed the following definition of children and youth who are at risk: "Children and youth at risk are those whose success in school requires adaptation and modification of educational programs to provide the foundation for personally rewarding lives and to become self-sufficient, contributing, and productive citizens."

The Youth At Risk Coalition was created for the purpose of:

- making recommendations regarding the management of available program resources (time, staff, funds)
- identifying overlaps and gaps in services
- monitoring and analyzing the extent and trends of the student dropout rate
- reviewing policies, procedures, and practices in K-12 programming in an effort to reduce student withdrawals in the upper grades
- increasing collaborative activities among representatives of the community as well as District staff. Membership during the 1992-93 school year included representatives from the YWCA, United Way, Polk County Department of Human Services, Child and Family Policy Center, 4-H Iowa State University Extension Service, National Council on Alcoholism, Iowa Juvenile Defenders office, Urban Dreams, Business Education Alliance, and Heartland Area Educational Agency.

Children At Risk Planning Council: The Children At Risk Planning Council is a community-wide effort convened by Community Focus, Inc., United Way of Central Iowa, and the Des Moines Public Schools. The mission of the Council is to:

- integrate human services planning efforts,
- provide for the exchange of information,
- develop common goals and strategies to address the needs of the increasing numbers of children and youth in the Des Moines community who are at high risk

The Council consists of a diverse group of approximately 60 members which includes community representatives as well as representatives from all of the major human service agencies in the county.

Career Vocational Advisory Committee: The Career Vocational Advisory Committee is a District committee which has a membership of 32 individuals from various community agencies and school programs. The goals for the committee are as follows:

- develop an understanding of the existing and future District needs regarding middle and high school exploratory programs, vocational programs, career guidance programs and services
- review the current status and role of the program advisory committee for career and vocational programs
- review the current federal and state initiatives in vocational education
- review current and future articulation activities in skilled trades, post-secondary higher education, union apprenticeship, and job placement
- identify strategies and recommendations for improving and strengthening vocational programs, and career guidance services and activities

INPUT EVALUATION

1992-93 Budget and Sources of Revenue

Revenue to support the New Horizons Program comes from a variety of sources as indicated in the budget that follows:

1992-93 Budget According to Category
Figure 1

Category	Amount
Salaries*	$ 974,701
Youth Wages	357,831
Benefits	240,855
Purchased Services	24,149
Supplies and Materials	77,798
Equipment	9,649
Telephone	8,195
Travel	13,683
In-Service	2,186
Student Enrichment	8,043
Instructional Materials	7,940
TOTAL	1,725,030

1992-93 Budget According to Source of Funding
Figure 2

Source	Amount
Des Moines Public Schools	$ 468,224
Des Moines Public Schools (Instructional Support Levy)	622,545
City of Des Moines, Department of Housing and Community Services	313,755
Iowa Conservation Corps/In-School Component	66,168
Iowa Conservation Corps/Summer Component	22,000
Iowa Conservation Corps/Young Adult Year Round Program	40,833
State Elderly Service Funds - CrossRoads of Iowa Area Agency on Aging, Inc.	19,743
Title III, Older Americans Act - CrossRoads of Iowa Area Agency on Aging, Inc.	13,934
Job Training Partnership Act	40,123
Department of Education-Vocational Education	14,903
Mid-Iowa Health Foundation	10,000
Department of Education - Career and Education Enhancement Program (Carl Perkins Act)	24,000
Department of Education - Career and Education Enhancement Program (JTPA)	16,000
Iowa Methodist Medical Center	20,552
Mid-City Vision Committee	1,750
Commission on National and Community Service	30,500
TOTAL	1,725,030

*Positions reflected in the salaries line item are: Supervisor, Grant Consultant, Program Specialist, Program Services Coordinator, Private Sector/Apprenticeship Coordinator, Assistant for Home Repair/ Chore Service Programs, 5 minor home repair staff, 3 secretarial/clerical staff, 2 learning coordinators of the New Horizons Outreach Project, 6 New Horizons advisors assigned to each of the high schools and Harding Middle School, 2.5 SWS work experience staff, 2 Home Remodeling Project instructors (East High and Central Campus), 15 counselors who staff the Summer Youth Employment Program, one Iowa Conservation Corps Camp Director, and one Private Sector Project Unit Leader. During the school year, full time equivalent equal 26.5 positions. During the summer, 17 full time equivalent positions are added on a temporary employment basis.

1992-93 Expenditure Information

New Horizons 1992-93 Expenditures According to Category
Figure 3

Category	Amount
Salaries	$976,347.24
Youth Wages	348,919.77
Benefits	239,133.58
Purchased Services	29,064.52
Supplies and Materials	75,928.80
Equipment	9,850.09
Telephone	3,047.62
Travel	14,149.06
In-Service **	2,252.97
Student Enrichment	8,018.96
Instructional Materials	3,216.36
TOTAL	$ 1,709,928.97

New Horizons 1992-93 Expenditures According to Source Funding
Figure 4

Source	Amount
Des Moines Public Schools	$ 459,963.00
Instructional Support Levy	628,911.02
City of Des Moines, Department of Housing and Community Services	313,755.30
Iowa Conservation Corps/In-School Component	66,167.83
Iowa Conservation Corps/Summer Component	19,544.40
Iowa Conservation Corps/Young Adult Year Round Program	40,832.31
State Elderly Service Funds - CrossRoads of Iowa Area Agency on Aging, Inc.	19,743.00
Title III, Older Americans Act - CrossRoads of Iowa Area Agency on Aging, Inc.	13,934.00
Job Training Partnership Act	33,460.00
Department of Education-Vocational Education	14,922.11
Mid-Iowa Health Foundation	8,060.88
Department of Education - Career and Education Enhancement Program (Carl Perkins Act)	24,000.00
Department of Education - Career and Education Enhancement Program (JTPA)	13,833.00
Iowa Methodist Medical Center	20,552.12
Mid-City Vision Committee	1,750.00
Commission on National and Community Service	30,500.00
TOTAL	$1,709,928.97

The budgetary entries shown in Figures 1, 2, 3, and 4 are provided by the New Horizons Program Supervisor and the Business and Finance office.

The New Horizons budget according to source of funding is based on the grant award provided during the most recent grantor's fiscal year. The expenditures may not be final, but they provide an indication of the program's costs during the 1992-93 school year.

The expenditures listed in Figures 3 and 4 are for the period of July 1, 1992, to June 30, 1993. Because some program components have a contract year that extended past June, not all the anticipated expenditures have occurred.

** A total of 97.5 staff days were spent attending in-service and staff development sessions

Materials and Equipment

Program staff have access to personal computers that were purchased with program funds. In addition one lap top computer is available to use in a variety of locations to increase efficiency. The staff in the central office each have computers at their work stations. In total, the following equipment is available for use:

2 Laserwriter II
8 Large Screen Computers
3 APS External Hard Drives
5 Apple Macintosh SE
8 Adding Machines
3 Royal Typewriters
1 Dictaphone Machine
1 Royal 2237 Copier
9 Keyboard and Mouse
9 Apple Macintosh Classics
1 Macintosh Powerbook
1 Image Writer
1 Macintosh II SI External Hard Drive
1 Electric Stapler

Community Resources Being Employed

New Horizons has forged a positive working relationship with both the private and public sectors of the community. During the 1992-93 school year, approximately 224 entities (419 different job supervisors) supervised New Horizons students. In addition, the following are among the community agencies contributing resources and assistance to the New Horizons Program:

Des Moines Child and Adolescent Guidance Center, Inc.
Our Primary Purpose
Iowa Children's and Family Services
Planned Parenthood of Mid-Iowa
Drake University
National Council on Alcoholism
First Call for Help
Willkie House, Inc.
State Public Policy Group
Boys and Girls Club
Higher Education Information Center
Young Women's Resource Center
Iowa State University Extension Services, Inc.
City of Des Moines Housing and Community Services
Community Focus, Inc.
CrossRoads of Iowa Area Agency on Aging, Inc.
Des Moines Housing Council, Inc.
Greater Des Moines Chamber of Commerce Federation
Iowa Department of Economic Development
Iowa Methodist Medical Center
Job Service of Iowa
Mid-Iowa Health Foundation
Polk County Social Services Department
United Way of Central Iowa
Youth Emergency Shelter Services

PROCESS EVALUATION

Work Flow Information

The responsibility of the Supervisor of the New Horizons Program is to: (1) provide leadership which will maintain the integrity of the program's mission, and (2) provide management in order for the program to operate as an effective and efficient program. The organizational tasks to be performed by the Supervisor of the New Horizons Program include planning, implementing, and evaluating the program components, as well as interacting with individuals and groups interested in program services and those providing program funding. The Supervisor is responsible for management of curriculum and instruction activities, personnel and fiscal resources, instructional support services and public relations, as well as maintaining positive working relationships with staff of the District and program funders.

The Program Specialist provides personnel and fiscal oversight of the program. The Program Services Coordinator provides administrative, curriculum, and monitoring support to the advisors and work experience coordinators. A Private Sector/ Apprenticeship Coordinator provides job development and placement for students in semi-skilled jobs in the private sector. The program has employed advisors who are assigned to each of the comprehensive high schools, Harding Middle School, and two alternative high schools to provide supportive services and pre-employment and work experiences activities to potential dropouts and disadvantaged students.

Instructional Methods

The services of the New Horizons Program have been effective in improving attendance and keeping students in school until they graduate because they are based on the following innovative, organizing concepts:

- "Hands on" experiential learning--most learn best by doing.
- Individualized/personalized/self-directed learning--there should be less emphasis on doing things for youth and more emphasis on empowering youth to do more by and for themselves: youth setting their own goals, deciding how to reach these goals, and accepting the consequences of their own behavior.
- Career development activities--it is important that young people understand the profound impact that work has on peoples' lives such as how much money they make, where they live, the people they associate with, whether they work primarily with people, things, or ideas.
- Employability skill development--young people must be provided opportunities to learn healthy work attitudes such as consistency, punctuality, self-initiation, learning to work cooperatively, and developing ability to work under supervision.
- Life survival skill development--young people need opportunities to develop competency in financial planning, consumerism, and civic responsibilities to prepare for adult life.
- Specially selected empathetic and innovative staff--staff often must be able to provide more of a counseling approach to deal with feelings than a group instructional approach to deal with information.
- Parent involvement--staff must understand and appreciate the profound impact that parents and home life have on young people and be willing to visit homes and communicate with parents.
- Broad-based community involvement and support-successful school-to-work programs need to involve parents, job supervisors, multi-funding support, advisory committees representing all segments of the community, as well as private sector linkages.

Current Year Goals/Objectives

New Horizons Program objectives are aligned with District and building mission statements and objectives. All program objectives are reviewed, monitored, and evaluated each year. District objectives for the 1992-93 school year which are reflected in New Horizons Program objectives include: 1) explore ways to expand and focus guidance, counseling, career planning and support services for all middle and high school students, 2) improve and coordinate services to "at risk" students in all buildings, 3) continue to study dropout rates and develop strategies to decrease them, and 4) continue to support and expand the SUCCESS concept for meeting the social service needs of students through cooperative efforts with other agencies and organizations.

In relation to the District objective to improve services to "at risk" students through improved management services, the Supervisor of the New Horizons Program serves as chair of the Youth At Risk Coalition. This coalition is discussed in more detail on page five of this report. A progress report of the coalition is available upon request from the New Horizons office.

New Horizons Program objectives are developed for each component of the program and differentiated as administrative process, student performance, staff process, parent performance, or student process objectives. Administrative process objectives relate to the coordination of funding, and the definition of roles, objectives, and specific duties of all program personnel. Staff process objectives reflect such things as the assessment of student eligibility, provision of supportive services, and the numbers of households served through the Home Repair/Chore Service. The program objectives and the results of the evaluation of data related to each objective are contained in the Product Evaluation section of this report.

In-Service/Staff Development Efforts

Staff development efforts designed to augment staff understanding of the dysfunctioning family and a variety of other factors which contribute to students being at risk were presented at each of the monthly meetings during the 1992-93 school year. Specifically, the 1992-93 New Horizons Program staff development plan included the following goals:

1. To present current information to program staff concerning conditions which place youth at risk of not completing high school and of not becoming economically independent adults
2. To increase staff awareness of effective strategies in dealing with youth at risk and their families
3. To provide staff with written (staff notebook) and verbal information (updates at staff meetings) regarding programmatic requirements for the 1992-93 school year which relate to program objectives and reporting requirements of program funders
4. To present staff with updated information regarding work experience related topics, such as current labor market trends, work safety, Child Labor Laws, and training opportunities for youth
5. To encourage advisor suggestions for staff development topics and guest speakers for monthly staff meetings in any topic related to the above

In fulfillment of the above staff development goals, the following topics were presented and discussed with program staff at monthly staff meetings:

Date	Presenter	Topic
August 1992	Jim Anderson, Heartland Area Education Agency	Cross-Cultural Awareness - Human Relations Course
September 1992	Karen Sullivan, Program Services Coordinator and Vision Subcommittee	Discussion of Revised 1992-93 Program Objectives
October 1992	Bert Aunan, Juvenile Justice Kathy Collins, Department of Education Olga Duran, Division of Labor	Panel Discussion on School Law and Related Issues
November 1992	Clarice Deist, SUCCESS Program	Discussion of Agency/ Support Contacts for Families
January 1993	Judy Danielson, DMACC	DMACC Upward Bound Program

Date	Presenter	Topic
January 1993	Karen Daughan, Connections, Visiting Nurse Clarice Deist, SUCCESS Program Tom Klaus, Young Dads Program, Young Women's Resource Center Pat Petersen, Planned Parenthood Donna Rusk, AHS-North	Panel on Teen Sex and Pregnancy
February 1993	Dan McCollock	Job Corps Program
	Roy Freeman, National Council on Alcoholism Tonia Johnson, "I Have A Dream" Office, Harding Middle School Lee Halverson, Heartland AEA	Panel on Teens and Youth Gangs
March 1993	Mike Anderson, DMACC	National Employment Wire Service (NEWS)
	Jack Baker, Lincoln High School	Guidance Information System
April 1993	Karen Sullivan, Program Services Coordinator	Summer Program Information
	Joan Hill, Iowa Comprehensive Human Services Vision Committee	Summer Program Information Vision Committee Report/Recommendations
May 1993	Phyllis Swink, Principal Financial Group	Harold Smith Youth Service Award Luncheon

In addition to the information presented at monthly staff meetings, staff members received memos throughout the school year regarding such topics as programmatic requirements, work safety, and training opportunities for youth and staff.

Professional Meetings/Conferences Attended by Various Staff Members:

Speak Out II - Heartland AEA
Youth At Risk Conference
Governors Youth Conference
Administrative Conference
Filemaker Pro Training
Multicultural Training
True Colors Workshop
Self-Awareness
Labor and Trades Meeting
Drake At Risk Conference
National Education Association Midwest Regional Leadership Conference
National Education Association Resolution Committee
Drake Justice Conference

Iowa State Education Association Delegate Assembly
Iowa Association of Alternative Educators Conference
Iowa State University Risky Business Conference
National Youth Service Learning Conference
Rehabilitation Construction Management Training
Stress Reduction Solutions for Women
Intergenerational Learning Conference
National Association of Service and Conservation Corps
Community Development Block Grant Contractors Meeting
Career Counseling Teleconference
Press Conference "Exploring Non-Traditional Occupations for Women"
Resource Workforce Center
A Matter of Justice and Compassion: Serving Gay and Lesbian Youth

A total of 97 staff days away from the building/office were utilized in the above programs, meetings, and/or conferences.

Influence of Technology

Technology has improved program effectiveness and accountability. New Horizons is a front-runner within the District in the use of technology. Access to program data has improved both in accuracy and retrieveability. All staff have received computer program training in the use of the personal computer. Staff utilize computers on a routine basis to increase both quality and quantity of work. In terms of seeking outside resources and funding, the use of computers has increased our ability to be responsive to requests for proposals on a timely basis and the ability to create quality proposals.

The building staff are able to provide student access to the personal computer for career awareness, interest inventories, and career education and training information (Guidance Information Systems and Choices, for example). Advisors also utilize computer data bases to organize student data and services to students. A cumulative database assists advisors in tracking and recording student trends with regard to such things as attendance, truancies, and supportive services which ultimately provides staff more reflective time to be spent on counseling and direct supportive services to youth.

Management Systems for Monitoring

The New Horizons Program has a management system which is appropriate for monitoring program activities and outcomes. Staff involved in implementing programs are informed monthly in writing of their status in attaining individual objectives. In addition, at least once a quarter, each advisor meets with New Horizons management to discuss progress, problems, and emerging programmatic needs.

New Horizons student data are computerized to manage the information effectively and all the data to document objective attainment are submitted to the New Horizons Supervisor and maintained on file.

Due to the multiple funding sources contributing to the New Horizons budget, an activity and financial reporting system sufficient to report service numbers by type and financial expenditures by program is in place. Reports are prepared on a bi-weekly or monthly basis in keeping with the requirements of the funding source.

PRODUCT EVALUATION

New Horizons Program objectives are developed for each component of the program and differentiated as administrative process, student performance, staff process, parent performance, or student process objectives. For ease in listing program objectives and their outcomes, all information regarding program objectives is contained in this section of this report.

Contributions to the District Mission

The New Horizons Program provides quality educational programming to youth at risk which makes it possible for them to become productive citizens. New Horizons Program services are designed to meet the special needs of the diverse population of students served in our District. Services encourage and motivate students who are at risk of dropping out of school to stay in school and improve their attendance and school achievement. The major goal of the program is to provide supportive services to youth to ensure that they graduate. These services do not supplant other educational services provided to students at risk, but supplement and reinforce them. The program has employed staff (advisors/coordinators) who are assigned to each of the comprehensive high schools, Harding Middle School and two alternative high schools to provide the following quality programming to potential dropouts and disadvantaged students:

- Support services such as assessment, counseling, tutoring, career related instruction, home visitations, coordination with human service agencies, and work site coordination which are designed to improve selected students' school adjustment;

- A pre-employment/work experience or service learning activity designed to provide incentives for students to stay in school and complete their education and to improve their employability attitudes and skills primarily through paid work experience.

New Horizons advisors also help students become more successful in developing good attitudes toward themselves, learning, and employment as demonstrated by a one-to-one structured interview administered to students, Parent Questionnaires, and Job Supervisor's Rating Scale of students' on-the-job performance.

Program Strengths

The New Horizons Program has been successful in offering quality services for 25 years. The effectiveness of program services can best be assessed in relation to the numbers of program youth who attend school more consistently and graduate. Program performance objectives indicate that most New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public Schools students even though they were selected for participation in New Horizons because of their poor attendance, low school achievement, and potential for dropping out of school.

The combination of education, work experience, and supportive services offered by the New Horizons Program seems significant in helping youth attend school more consistently. The attendance rate of New Horizons Program enrollees at the five high schools was within 1.2 percent of the attendance rate of all students at their respective schools. The attendance rate for SWS students was within 1.9 percent of the attendance rate of all students at each program school. The attendance rate of New Horizons students at Harding was 1.8 percent better than the attendance rate for all students at Harding. The program's success may also be reflected in the decreasing, overall school District dropout rate. The 1992-93 District dropout rate was 4.0 percent, compared to the 1991-92 District dropout rate of 4.7 percent. The dropout rate for New Horizons high school students, 3.1 percent, was less than the dropout rate for all high school students in the New Horizons Program schools. No students dropped out of Harding Middle School. The dropout rate for SWS students was 2.6 percent, which was less than the dropout rate for all students in the program schools, 4.0 percent. These accomplishments in the areas of attendance and dropout rate are especially significant when one considers that the youth selected for services by the New Horizons Program have histories of excessive absenteeism and have characteristics which make them dropout prone.

During the 1992-93 school year, 137 youth were served by the New Horizons Outreach Project at the Kurtz and Casady Facilities. Twenty-five youth completed their secondary education. Since the New Horizons Outreach Project began in the fall of 1984, 737 dropouts have re-enrolled in programs to complete their education, 147 youth have completed their high school education, and 102 of these 147 youth obtained employment at the time they completed their educational program.

A total of 828 youth participated in the 1993 Summer Youth Employment Program: 46 in the Neighborhood Improvement Project, 35 in the Iowa Conservation Corps/Summer Conservation Project, 358 in the Summer Horizons Private Sector Project, 7 in the Iowa Conservation Corps/Young Adult Year Round Project, 13 in the Home Repair/Chore Service, 19 in the Iowa Methodist Neighbors Project, 13 in the Amoco Oil Company Summer Youth Project, 3 in the Iowa Lutheran Hospital Summer Project, 46 in Trinity Community Improvement Project, 11 in the Summer of Service/Model City Project, and 277 in the Norwest Youth Task Force (Flood Cleanup Project). The Career Education Component served youth in these components. Of these youth, 254 earned one-half unit of elective high school credit.

Over the last five years, New Horizons has consistently met the majority of its objectives including attendance rates for New Horizons students not being more than 10 percent below that of all students at the same schools, the dropout rate not exceeding five percent of the rate for all students at the same schools, and the number of placements of students in work experience activities. Also, on-the-job experiences promote general employability skill development, such as consistency, punctuality, learning to work cooperatively with peers and supervisors, learning to work under supervision, as well as skills unique to specific work sites as indicated by job supervisors' rating scales.

Deficiencies

Beginning with the 1993-94 school year, the Outreach Project will no longer exist due to funding constraints. Work experience will continue to be offered at each alternative high school by a full-time New Horizons work experience advisor at each school.

Awards, Citations, or Commendations Received

- New Horizons was one of five programs nationally to receive a grant from the Department of Health and Human Services to replicate the SUCCESS case management model at the Homes of Oakridge low income housing project.
- New Horizons was given the key to the City of West Des Moines for the flood relief efforts undertaken during the Flood of 1993 (see Appendix A for a summary of New Horizons flood relief efforts).
- New Horizons was recognized for flood relief efforts by President Clinton both in St. Louis, Missouri, and Washington, D.C.
- New Horizons was given the key to the City of Des Moines City Council for service to the citizens of Des Moines.
- New Horizons was chosen to participate as one of 10 urban districts in the National School Reform Network to undertake a study of systemic school reform and restructuring in November, 1992.
- New Horizons was honored with the Excellence in Service Award at the Governor's Conference on Aging in May, 1992, for contributions to the improvement of the quality of life of Iowa's elders through use of CDBG and similar funds.
- New Horizons was one of two CDBG affiliated programs recognized with the National Community Development Week Award on May 16, 1992, by residents and staff associated with CDBG funding in Des Moines.
- New Horizons was one of four programs in the State of Iowa selected to received funding to provide a School-Based Youth Services Program, the SUCCESS Program, at Moulton, Harding, North, Alternative High Schools North and South.
- New Horizons work experience strategies were recognized for replication to SWS by successfully competing in national competition with 852 school districts and was one of 29 programs awarded U.S. Department of Education funds in 1988.

- New Horizons received national recognition in 1987 from the National Community Development Association by being presented with the Audrey Nelson Community Development Achievement Award for exemplifying the key aspects of the Community Development Block Grant objectives.
- New Horizons was recognized nationally as an innovative program in 1982 when program staff testified before the Republican Research Committee's Task Force on Human Assistance and Support at a hearing in New York City regarding unemployment and our successes with New Horizons.
- New Horizons received a $330,000 grant from the Department of Labor in 1978 to offer a Community Based Education Project which provided additional development services to economically disadvantaged young people and included work experience and on-the-job training in the private sector.
- District staff and school board members visited Washington, D.C., in 1968, and initiated the Department of Labor's Work experience/Career Exploration Program Exemption and was the first public school program to offer work experience to 14- and 15-year-olds.

Outcomes from Program Supervisor Objectives

The New Horizons Supervisor objectives and corresponding outcomes for 1992-93 are as follows:

1. Meet the organizational expectations of the board, staff, students, parents, program funders, and general citizenry by:

   A. being visible and accessible
   B. focusing program direction
   C. being involved in day-to-day program activities
   D. serving as Chair of the Youth At Risk Coalition
   E. serving as staff to the Children At Risk Coalition

   The New Horizons Supervisor:

   •has frequent personal, face-to-face interactions with program staff and building principals
   •provides "hands-on" management
   •serves on several committees which provide visibility and accessibility, i.e., Business/Education Alliance, Polk County Decategorization Project, Even Start Advisory Council
   •serves as co-staff of the Children At Risk Planning Council and its Executive Committee
   •co-chairs the Youth At Risk Coalition
   •spends approximately one-third of his time in the office

2. Provide leadership and management to program staff to maintain and increase where possible the level of attainment of program objectives by staff and students in the areas of attendance and dropout rate; and staff contacts with students, parents, and job supervisors for students enrolled in all components of the program by:

   A. monitoring staff achievement of program objectives
   B. communicating regularly with staff
   C. evaluating staff achievement

   Written reports are sent to program staff and their principals on a monthly basis which reflect staff progress to date on program objectives. The Supervisor assists buildings principals in the evaluation of building staff.

3. Plan and implement staff development activities which will focus on youth at risk by:

   A. gathering information on the topic
   B. conferring with staff regarding the issue
   C. providing staff development activities
   D. consulting with staff regarding including a goal or objective in their professional growth plan which relates to youth at risk

In-service/staff development activities of the program are described on pages 11 through 13 of this report.

4. Submit proposals to federal, state and private funding agencies for programming efforts for youth at risk by:

   A. searching for alternative funding source(s)
   B. preparing proposals for funding

   During 1992-93, through collaboration with program staff and the Grant Consultant, funding proposals were written to and funded by the following sources:

   Iowa Department of Education/Vocational Education
   Iowa Department of Economic Development, Iowa Conservation Corps
   Department of Housing and Community Services/City of Des Moines HUD Block Grant Funds
   CrossRoads of Iowa Area Agency on Aging, Inc.
   Mid-Iowa Health Foundation
   Iowa Department of Education--Community-Based Organization Project

5. Improve printed program information by:

   A. reviewing current printed materials
   B. re-writing materials as needed

   During the 1992-93 school year, all program forms and informational materials were reviewed and, where appropriate, revised. In addition to program materials being revised, a subcommittee consisting of seven staff members met to review and revise program materials and program objectives. Five new program objectives were added.

Survey Results

"Customer satisfaction" is demonstrated in three major assessments. First, a structured one-to-one interview is given to students enrolled in New Horizons, School Within A School Work Experience, Outreach Project, Home Remodeling, Home Repair/Chore Service Project, and the summer Neighborhood Improvement Project. All of these students interviewed responded positively. Second, a locally-developed attitude scale is sent to parents and families of students enrolled in New Horizons, School Within A School Work Experience, and Neighborhood Improvement. The 85 parents who returned the survey, 12 percent, responded favorably to the program as a whole. One hundred percent of the persons served by the Home Repair/Chore Service Project indicated completion of and satisfaction with the service provided by signing and completing Home Repair/Chore Service Application for Service and Evaluation of Services. All of the surveys reflect clients' positive experiences with program services and are on file with the New Horizons Supervisor.

Summary of Observations by Supervisor

The New Horizons Program is effective in providing alternative education services which include special advocacy counseling, work experience coordination, enrichment activities, and career related instruction to students who are socially, academically, or economically disadvantaged. Many of the young people served by the program have long histories of poor school attendance and need an alternative to the traditional school program. Many of these young people are lacking in self confidence and need additional encouragement and support to stay in school and become more consistent in their school attendance. Therefore:

- Student attendance should continue to be emphasized.
- Efforts need to continue to be made to keep students in school.

- The Program Supervisor must continue to work with New Horizons staff and monitor their progress toward meeting program objectives--particularly in the area of job supervisors' ratings of students' work performance and employability attitudes.
- Career related instruction needs to continue to be strengthened and staff needs to continue to be encouraged to offer it on a weekly basis.
- Personal contacts with parents of New Horizons students ought to continue to be monitored and emphasized.
- Recognition of students must continue to be emphasized through newsletter features, certificates, awards, and presentations at public meetings.
- Private sector employment activities need to continue to be developed.
- Apprenticeship opportunities need to continue to be developed.
- Program staff should continue to seek funding for the Home Repair/Chore Service, the New Horizons Outreach Project, and the Summer Youth Employment Program.
- Program staff must continue to seek subsidized funding for youth in the New Horizons Program.
- Program staff need to continue to develop innovative programming to address the emerging needs of students and families at risk.

Cost Versus Benefit

The work experience and supportive services offered to disadvantaged young people during the 1992-93 school year through the New Horizons Program have been critical in offering an educational alternative which helps young people make a smoother transition from school to work. Program experience tells us that a combination of school and work is significant in helping youth to attend school more, drop out less, and to make a successful transition form school to work. By offering an education that is more relevant, students who have low academic interests or who are economically disadvantaged are more inclined to stay in school and become more consistent in their attendance.

In addition to these direct benefits to youth and the indirect benefits of more successful youth making positive contributions to the total community, the organizations for which the youth performed work were greatly benefited as well. Six hundred and twenty-eight youth were employed during the 1992-93 school year, for at least two hours daily. Calculating these hours at $5.61, the average prevailing wage of an entry-level adult worker in our community, these hours worked would equate to a value of $883,344.80 ($5.41 x 2 daily hours x 5 days/week x 26 weeks x 628). Compared to our work experience cost of $348,919.77, clearly the benefit to the community far exceeds the investment made. In addition, comparing the daily costs of providing services to a resident of a public institution (Spring, 1989) such as Toledo, Eldora, Anamosa, or the Polk County Juvenile Home (Toledo State Juvenile Home, $90 daily; Eldora Training School, $74 daily; Anamosa Men's Reformatory, $36.27 daily; Polk County Juvenile Home, $120 daily) the investment of all subsidized funds in Iowa's youth ($14.28 daily, based on a youth working three hours with 2.41 percent fringe benefits) is very prudent, worthwhile, and will pay incalculable dividends to all in our society.

The value and essence of the New Horizons Program can be summarized in the statement:

> "Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime."

Outcomes From New Horizons Objectives

The chart, New Horizons Program Objectives 1992-93, delineates program objectives and the performance outcomes and comments related to these objectives.

New Horizons Program Objectives 1992-93

Objective	Outcomes	Was Objective Met?	Comments
A. Administrative Process Objectives			
1. New Horizons Supervisor will coordinate all funding activities		Yes	
2. New Horizons Supervisor will define roles, objectives, and duties of New Horizons personnel		Yes	
B. Work Experience/Supportive Services Component			
Student Performance			
1. Attendance rate of New Horizons and SWS students who complete the program will be not more than 10% below that of all students at the same school	Attendance rate was within 1.2% of total school rates for NHP students and 1.9% for SWS students	Yes	The attendance rate for all New Horizons students (90.1%) was within 1.2 percent of the attendance rate of all students in New Horizons Program schools (91.3%). Harding NHP attendance rate was 1.8% better than for all students at Harding
2. Withdrawal rate will not exceed 5% of the rate for all students at the same school		Yes	The dropout rate for New Horizons students was 3.1 percent compared to 4.0 percent for all high school students, or .9 percent less NH student dropout rate was lower than the school rate at East, North, and Roosevelt Harding: no students dropped out North: no NHP students dropped out SWS student dropout rate was lower than the school rate at Hoover, Lincoln and Roosevelt

Dropout Percentage

	NHP	SWS	Schools
East	1.0	6.1	3.9
Hoover	3.5	0.0	3.0
Lincoln	7.9	0.0	4.4
North	0.0	5.3	4.3
Roosevelt	3.4	3.7	3.9
TOTAL	3.1	2.6	4.0

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Objective	Outcomes	Was Objective Met?	Comments
3. 90% of NHP and SWS work experience students shall achieve average or higher job supervisor ratings on work performance and employability attitudes	NHP rated average or higher: work performance 95% employability attitudes 92% SWS rated average or higher: work performance 95% employability attitudes 94%	Yes	
4. 75% or more of a sample of NHP and SWS students interviewed will respond positively to the program	100% responded positively 41 NHP students were interviewed 19 SWS students were interviewed	Yes	NHP students were most positive about: •wanting to do well in school •having goals for their future • feeling they can make decisions and solve problems better •knowing their advisor is helpful and interested in them SWS students were most positive about: •the interest their advisor showed in them and the help they received from their advisor •their attendance at work •wanting to do well in school
5. 70 percent of youth will demonstrate progress on their individually identified goals	365 students met their goal 235 students made progress at their goal 62 needs improvement 91% demonstrated progress on their individually identified goals	Yes	

Objective	Outcomes	Was Objective Met?	Comments
	Staff Process		
6. Advisors will have at least one personal contact with 90% of parents or parent substitutes	Met or surpassed at each school	Yes	NHP: •95% of all families were contacted •87% of all new families were visited •87% of all previously enrolled were visited
Advisors will make home visits to 70% of new students and 35% of previously enrolled students	Met or surpassed at each school Surpassed at each school		SWS: •96% of all families were contacted •88% of all new families were visited •86% of all previously enrolled were visited Total NHP contacts and visits: •1,646 personal contacts •698 home visits Total SWS contacts and visits •659 personal contacts •246 home visits
7. Advisors will have an average of one individual counseling session per month per student	Met at all of the six schools	Yes	
8. Advisors will have at least as many staff consultation sessions as they have students enrolled	Met at all program schools	Yes	
9. NHP and SWS advisors will have a minimum of 27 career related instruction sessions	NHP / SWS Harding: 39 / — East 32 / 58 Hoover 40 / 48 Lincoln: 33 / 53 North: 31 / 45 Roosevelt: 33 / 27	Yes	A total of 208 sessions were held at NHP Program schools, averaging 35 sessions per school A total of 231 sessions were held at SWS Work Experience Component schools, averaging 46 sessions at each school

Objective		Outcomes	Was Objective Met?	Comments
10.	Advisors will average twice as many contacts with job supervisor per month as there are students working: 50% will be on-site	NHP: Exceeded at all program schools SWS: Met or exceeded at all program schools	Yes	
11.	New Horizons advisors will communicate with appropriate community agencies as the need arises	Met at each school	Yes	Total NHP community agency contacts: 389 Total SWS community agency contacts: 85
12.	New Horizons advisors will provide assistance to non-New Horizons students as the need arises	Met at each school	Yes	Total non-New Horizons student contacts: 2,517 Total non-SWS student contacts: 769
	Parent Performance Objective			
1.	Parents and/or parent substitutes of New Horizons students will respond positively to the services provided by the New Horizons Program	467 New Horizons and 196 SWS parent questionnaires were sent. Eleven percent were returned. Parents that returned the survey responded favorably to the program as a whole	Yes	The majority of the parents responding to the questionnaire were pleased with the program; however, the number responding was so small that one cannot generalize the findings to the total population
C.	**Home Remodeling Project**			
	Student Performance			
1.	Home Remodeling students will successfully achieve an average of 80% of teachers' objectives	Over 90.03% of objectives attained	Yes	
2.	Home Remodeling students will exhibit a positive attitude toward the project by having an average attendance rate of no less than 80%	Average attendance rate East: 94.1% Central Campus: 92.2%	Yes	

Objective		Outcomes	Was Objective Met?	Comments
3.	90% of Home Remodeling students will exhibit a positive attitude as evidenced by a positive score on an attitude survey	100% responded positively 12 East students surveyed 10 Central Campus students surveyed	Yes	Students responded most positively to: •knowledge of their instructors in the area of home remodeling •quality of instruction they received •hands-on experience •begin to form a career interest
D.	**Home Repair/Chore Service** Student Performance			
1.	90% of Handyman/Chore students will receive average or higher supervisor ratings	96% were rated average or higher on work performance 99% rated average or higher on attitudes	Yes	
2.	90% of Home Repair/Chore Service students will respond positively to the program	100% responded positively	Yes	19 students were interviewed Students responded most positively to: •having an advisor who was friendly, helpful and in a satisfactory room •wanting to stay in school until graduation •accepting responsibility for own actions •receiving assistance with career interests •improving attendance and becoming self-motivated
	Staff Process Objectives			
1./3.	Five minor home repair staff will provide service to 930 households and will provide 16,400 units of service	1,140 households served 23,078 units of service	Yes	
E.	**New Horizons Outreach Project** Student Performance			
1.	90% of the youth will be enrolled in programs to complete their high school education	100% were enrolled in programs to complete their education	Yes	All 137 youth were enrolled in programs to complete their education: Alternative High Schools 102 Comprehensive High School 3 GED Program 32

Objective		Outcomes	Was Objective Met?	Comments
2.	80% of the youth will have had either subsidized or unsubsidized part-time employment	72% (98 youth) were placed in jobs	No	27 unsubsidized private sector job placements 71 subsidized public sector job placements Many did not work due to: •academic needs •child care issues •low wages •lack of level of maturity necessary to maintain a job
3.	50% of the youth who complete their high school education will have secured unsubsidized employment or continued their educational training	25 project youth graduated 96% (24 youth) secured unsubsidized employment or continued their educational training	Yes	24 youth secured employment in businesses, grocery, construction, automotive, and self-employed day care services 1 enrolled at DMACC 1 enrolled at Job Corps 1 enrolled at Indian Hills Community College 1 enrolled in Modeling School
4.	85% of the work experience youth will receive average or higher supervisor ratings	98% were rated average or higher	Yes	
5.	Youth will respond positively to the program	100% responded positively	Yes	104 students were interviewed Students responded most positively to the belief that: •their learning coordinator was available to help them with problems and to talk with •they now want to do well in school •they want to stay in school until they graduate •they feel they are doing better in school
6/7.	95 percent of the youth participating in the Outreach Project will have established goals and 50 percent will demonstrate progress on their individually identified goals	100 percent established written goals: 29 students met their goal 85 students made progress at their goal 23 needs improvement 83% demonstrated progress on their individually identified goals	Yes	

Objective		Outcomes	Was Objective Met?	Comments
	Staff Process			
1.	Learning coordinators will provide supportive services	5,383 supportive service contacts were provided to 137 students	Yes	Home contacts 358 Individual counseling sessions 3,499 Job supervisor contacts 634 Staff consultations 508 Related Instruction 278 Community agency contacts 105 Non-New Horizons contacts 1
2/3.	Learning coordinators will identify employment positions, maintain work experience placements, and secure employment agreements and write training plans	98 youth or 72 percent, were placed in either unsubsidized or subsidized employment Employment agreement and training plans were written for 100 percent of the young people placed on jobs	Yes	
4.	Learning coordinators will communicate with appropriate community agencies as need arises	A total of 105 community agency contacts were made	Yes	
F.	**Private Sector Focus Project** Staff Process			
1/3.	A minimum of 50 eligible youth will be identified, assessed, and enrolled	116 youth were enrolled	Yes	116 youth were employed with 90 different job supervisors at 51 businesses
4.	At least 50 semi-skilled work experience positions will be identified and maintained	116 youth enrolled in the Private Sector Focus Project with 90 different job supervisors at 51 businesses in semi-skilled positions.	Yes	
5.	Three-year commitments will be negotiated from 60% of the employers of the participants enrolled	100% of the employers have signed three-year commitments	Yes	98 three-year commitments are on file
G.	**Apprenticeship Project** Staff Process			
1/2.	Students will be identified, assessed, and enrolled as they express interest	3 students enrolled as apprentices	Yes	

Objective		Outcomes	Was Objective Met?	Comments
3.	Apprenticeable Trades Coordinator will provide appropriate coordination with the Bureau of Apprenticeship and Training		Yes	
H.	**Summer Neighborhood Improvement Project** Performance			
1.	90% of enrollees interviewed will respond positively to the program	100% responded positively	Yes	40 youth were interviewed 100% indicated that their work relationship with their supervisor had been good
2.	85% of enrollees will receive average or higher job supervisor ratings	90% received average or higher job supervisor ratings	Yes	
3.	Enrollees will have an average absenteeism rate of 15% or less	10% absenteeism rate	Yes	Possible days of attendance 1,242 Day of absences 123 Attendance rate 90 Absenteeism rate 10
4.	50 percent of enrollees will participate in the planned related career development activity	89 % (40 youth) participated in a minimum of one career development activity	Yes	
5.	80% of enrollees will maintain employment throughout the summer period	87% (40 youth) maintained employment	Yes	
6.	Enrollees will participate in a health and safety orientation	100 % of enrollees attended the session	Yes	
	Process			
1.	Staff will maintain an internal evaluation of the program	100 % of staff responded positively	Yes	
2.	At least 560 clients will be served and 1,680 lawns will be mowed	Clients served 612 Lawns/lots mowed 1,900	Yes	

Objective		Outcomes	Was Objective Met?	Comments
I.	**Summer Horizons Private Sector Project**			
	Staff Process			
1.	250 youth will be provided with quality private sector employment opportunities	358 youth were employed	Yes	152 businesses employed 358 youth generating approximately $512,275 in youth wages
J.	**Iowa Conservation Corps/Summer Component**			
	Student Performance			
1.	Enrollees will respond positively to the project	96% indicated they would return/were undecided about next summer 92% had positive comments about summer camp 88% positive work ratings 82% attendance rate 86% retention rate	Yes	Enrollees were positive about: •learning a variety of skills in the conservation area •meeting new people •learning teamwork skills •helping in the community •having good quality adult crew leaders
2.	85% of enrollees will receive crew leader ratings which are at least average in the areas of work performance and employability attitudes	88% received average or better ratings	Yes	
3.	Enrollees will have an average absenteeism rate of 15% or less	18% absenteeism rate	No	Possible hours of attendance 6,495 Hours of absences 1,229 Attendance rate 82% Absenteeism rate 18%
4.	Enrollees will participate in planned related instruction activities		Yes	
5.	70% of enrollees will maintain employment throughout the summer	86% maintained employment	Yes	35 youth participated in the project 5 youth terminated from the project

Objective	Outcomes	Was Objective Met?	Comments
K. Young Adult/ Year Round Iowa Conservation Corps			
1. Project work plans will be completed in collaboration with Des Moines Park and Recreation Department	6 projects were completed	Yes	
2. 90% of collaborating agencies will be satisfied with the project	75% indicated satisfaction	No	Des Moines Park and Recreation was not satisfied. This agency will not be a collaborator during 1993-94.
3/4. Recruitment mailing will be completed by September 14 and a pool of eligible young adults will be identified by October 13, 1992	Both objectives were met	Yes	
5. 100 % of the young adults will participate in a health and safety orientation		Yes	
6/7. Initial job placements will be identified and academic and vocational skills will be accessed by October 15		Yes	
8. New Horizons Job Coordinator will assist young adults develop individual educational/vocational plans	Weekly and bi-weekly contacts with young adults were utilized to develop their plans; young adults participated in 5 in-service trainings and 3 state-wide quarterly meetings	Yes	
9. New Horizons Job Coordinator will review individual educational/vocational plans at least quarterly	Weekly and bi-weekly contacts with young adults were utilized to review their plans	Yes	

Objective	Outcomes	Was Objective Met?	Comments
10. 80% of young adults enrolled for at least 20 weeks will demonstrate progress in their individual/vocational plans	All demonstrated progress	Yes	
11. Young adults will attend education/vocation training sessions	All attended 4 sessions: Basic Employability/ Life skills; Talent Assessment Program; Job Search Skills and Resources; Personal Health and Wellness	Yes	
12. Young adults enrolled at least 20 weeks will have attendance rates of 80% or better	The attendance rate was 87%	Yes	There were 1,563 days possible with 203.5 days missed and 1,359.5 days attended
13. Young adults enrolled at least 20 weeks will have a termination rate of no more than 15%		No	4 completed; 2 terminated due to health reasons; 1 terminated to return to school; 1 terminated to enter unsubsidized employment
14. 80% of young adults enrolled at least 20 weeks will have work performance and employability attitude ratings from their supervisors that are at least average	All had work performance and attitude ratings that were average to outstanding	Yes	
15. Each young adult will be matched with a mentor and meet for an average of 2 hours each week	All were matched with a mentor and met for an average of 2 hours each week	Yes	
16. Project goals and objectives will be compiled and reported	Project goals and objectives as well as individual case studies were compiled on a quarterly basis and a final report of evaluation completed on October 30, 1993	Yes	

Improvements Made

The following is a list of the needs that were identified in the 1991-92 Program Evaluation and a report of progress:

NEED	PROGRESS
Preparing students for future productive lives.	New Horizons continues to offer identification and assessment of high risk students, work experience strategies, counseling, parental involvement, and community-wide supportive services. The attendance rate for New Horizons students improved from being within 5.7 percent of the total school rates in 1991-92, to being within 1.2 percent in 1992-93. Similarly, the program's success may also be a factor in the decreasing District dropout rate. The 1992-93 District dropout rate was 4.0 percent, compared to the 1991-92 District dropout rate of 4.7 percent. The New Horizons dropout rate remained at 0.9 percent for both 1991-92 and 1992-93.
The need for innovation in curriculum, structures, and schedules to accommodate students in work experience programs.	Program objectives have been revised to include individualized curriculum in the following areas: career awareness, career interest inventories, self awareness, work exploration, goal planning, skill building activities, and awareness of community and recreational resources. New Horizons advisors continue to work with school counselors, teachers, and staff to provide flexible scheduling for work experience and career training programs.
Need for more career counseling and exposure to the work place prior to graduation.	New program objectives have been written for 1993-94 to ensure that at least 80 percent of New Horizons students will have had either subsidized or unsubsidized employment, work exploration and/or volunteer service. In addition, the District in 1993-94 will continue to offer an Iowa Conservation Corps/Young Adult Year-Round project to eight unemployed, minority and dropout youth aged 18 to 24 years, providing year-round supervised work experience/ community service involvement, career guidance/assistance with future employment, and/or educational plans. Each participant can accumulate up to $5,000 per year toward post-program education or vocational training (tuition, books, food, room/board). Through a grant from the Iowa Department of Education (Job Training Partnership Act), the District in 1993-94 will continue to cooperatively offer career development experiences and on-the-job training for selected minority youth in conjunction with the Homes of Oakridge and Iowa Comprehensive Human Services.

NEED	PROGRESS
The District needs to continue to increase its grant writing capacity by employing additional grant writing staff. A grant technician needs to be employed to assist the Grant Consultant with research, data collection, Federal Register review, and to do routine grant writing.	In 1991-92, a Grant Consultant was hired. During the 1992-93 school year, an additional 21 proposals were submitted by the New Horizons/SUCCESS Programs. As of this writing, a grant technician has not been hired; therefore this need has not been met.

FUTURE PLANNING

The New Horizons Program began in 1968 in response to a crisis of need among young people in the Des Moines inner-city community. New Horizons continues to be responsive to the changing needs of youth and families at risk by actively improving services and structures which involve the entire community:

- personal, vocational, and educational counseling as well as attendance monitoring
- career related instruction
- work experience placement and coordination
- outreach to dropouts
- improvement of housing stock through home remodeling, lawn maintenance, and minor home repair and chore services
- case management and intensive coordination of services to students/families at high risk, i.e., food, shelter, clothing, unconditional positive regard, advocacy, crisis intervention, and prevention strategies such as health services, counseling, employment connections
- community-wide collaborations providing services to children, youth, and families at high risk

The challenges facing the District in preparing students for future productive lives are myriad and complex. Given the risk factors associated with life in an urban community which are highly correlated with drug and alcohol abuse, teen pregnancy, low self-esteem, dysfunctioning families, minority unemployment and poverty, and family violence, New Horizons will continue to offer identification and assessment of high risk students, work experience strategies, counseling, parental involvement, and community-wide supportive services.

These challenges also include preparation for occupations which will require higher skill and education levels; a demand in the labor force for more entry-level workers who have the skills and attitudes that will make them adaptable; the need for innovation in curriculum, structures and schedules to accommodate students in work experience programs; and the need for more career counseling and exposure to the work place prior to graduation. Simply stated, our nation's economy cannot accommodate the increasing numbers of young people with marginal skills and preparation. These challenges are exacerbated by the increasing numbers of children, youth, and families who are living under conditions which place them at high risk.

In light of the District's accomplishments with the SUCCESS Program, New Horizons staff are continuing to expand the mission of the New Horizons Program so that staff provide more comprehensive services to the "whole child" within the context of his/her family; more intensive, closely coordinated services for those most in need; and more effective utilization of existing human services within the community.

This expansion of mission requires staff to adopt and/or adapt SUCCESS Program elements. To do this, staff need to be empowered to provide comprehensive services beyond present support services and work experience coordination in areas where students and families evidence the most need. Secondarily, they need more knowledge about existing human service resources and how to utilize the services of United Way's "First Call for Help" in accessing services. In relation to student and family needs, staff need staff development experiences related to family dysfunction, human needs, and appropriate staff responses to these needs. Staff from other programs such as SWS and Guidance and Counseling can benefit from this training.

In order to ensure that the New Horizons Program maintains its capacity for data collection and communications that facilitate the efficient transfer of information, two additional computers need to be purchased:

- one desk-top personal computer for use by the New Horizons SWS/New Horizons Work Experience Advisor at East High School at a cost of $1,200; and
- one lap-top personal computer for use by the New Horizons SWS/New Horizons Work Experience Advisor at North and Hoover at a cost of $2,300.

The position of Grant Consultant during the 1992-93 school year has enhanced the District's programming because of her work in increasing funding from outside the District. Given the increased needs for alternative, supportive programming on the part of increasing numbers of our diverse community, the District needs to continue to increase its grant writing capacity. Our experience during the first two years indicates that increasingly

the Grant Consultant's time is needed in the area of program development in preparation for grant writing. Given the experience and ability of the Grant Consultant to work through complex concepts with a variety of stakeholders to arrive at a consensus, her role has expanded considerably beyond grant writing. She has been named to various related roles such as serving in a leadership capacity for the development of a teaching for learning vision for the year 2005 and the District Technology Study Committee. Therefore, it is proposed that a technician be employed to assist with research, data collection, Federal Register review, and to do routine grant writing. With technical support, more writing would result, and the Grant Consultant would have more opportunities for program development which could ultimately lead to more grant proposals. The approximate cost per year to employ a writing technician would be $28,820 ($22,000 base salary plus 31 percent fringe benefits).

Through a grant from the Iowa Department of Economic Development, the District in 1993-94 will be offering an Iowa Conservation Corps/Young Adult Year-Round project to eight unemployed, minority and dropout youth aged 18 to 24 years. The project will continue to provide year-round supervised work experience/ community service involvement and will provide career guidance/assistance with future employment and/or educational plans. In addition, each participant can accumulate up to $5,000 per year toward post-program education or vocational training (tuition, books, food, room/board).

Through a grant from the Iowa Department of Education (Job Training Partnership Act and Carl Perkins Vocational and Career Development Act), the District in 1993-94 will continue to cooperatively offer career development experiences and on-the-job training for selected minority youth in conjunction with the Homes of Oakridge, and Iowa Comprehensive Human Services.

Plans are in place to form a sub-committee of the Youth At Risk Coalition for the purpose of devising a process to make Drug Free Schools and Community Act funds available for district- and community-wide programming. This will provide for a more effective and equitable distribution of these funds. Forming a committee for these purposes will be especially critical because, unfortunately, this source of funding will be reduced by approximately 30 percent for 1994-95.

APPENDIX

Appendix A New Horizons Program Flood Relief Effort Summary

Z 105 New Horizons Evaluation 1992-93

NEW HORIZONS PROGRAM FLOOD RELIEF EFFORT SUMMARY

On July 12, 1993, Des Moines, Iowa was crippled by an unprecedented flood. The Des Moines and Raccoon Rivers, 17 feet above flood stage, contaminated the city's water works plant and shut down electricity throughout the metropolitan area.

In response to a city facing a month without running water and millions of dollars of flood damage, Norwest Banks, the Iowa Conservation Corps, and Des Moines Public Schools teamed up with to form the Norwest Youth Task Force. With funds from Norwest Banks and the Commission on National and Community Service, 277 youth, ages 14 to 24, were employed for flood relief and clean up through the New Horizons Program of the Des Moines Public Schools. The five-week project provided over 31,200 hours of emergency relief and cleanup service.

Throughout Des Moines and its surrounding communities, these youth from diverse backgrounds distributed nearly 4,000,000 gallons of drinking water to citizens without running water. Over 75,000 meals were prepared and served in emergency shelters. Personal items, bedding, clothing, food, and building materials were distributed to more than 1,100 families whose homes were devastated by the flood.

In addition, crew members of the Norwest Youth Task Force were assigned to clean up flood-ravaged state, municipal, and low-income residential properties. Public lands were cleared of sandbags and debris, and salvageable buildings and equipment were cleaned and painted. New sod was laid in wash outs and a stone wall was built to prevent further erosion. Homes of low-income individuals were emptied of damaged personal possessions. At times, homes had to be completely gutted. Youth also assisted private businesses in their cleanup efforts.

The Norwest Youth Task Force has drawn national attention and praise. Iowa Governor Terry Branstad, Norwest Banks C.E.O. Lynn Horak, and Des Moines Public Schools Superintendent Gary Wegenke visited project sites to thank the youth for their work. Catherine Milton, Executive Director of the Commission on National and Community Service, stopped in Des Moines to see firsthand the work the youth accomplished and to reinforce the importance of their efforts. Staff from Senator Charles Grassley's office and from the U.S. Department of Agriculture also toured work sites.

Special recognition also came to the Norwest Youth Task Force at a national level. On August 12, a group of crew members were invited to represent the Task Force at President Clinton's flood relief bill-signing and "flood heroes" tribute in St. Louis. The President and Mrs. Clinton, Senators Dick Gephart and Pat Shroeder, Department of Agriculture Secretary Mike Espe, Department of Health and Human Services Secretary Donna Shalala, and Missouri Governor Mel Carnahan were present to congratulate the youth. The youth were particularly thrilled to meet President Clinton.

A national Summer of Service Forum was held in Washington D.C. on August 29 - 31, 1993 to 1) give an opportunity for Summer of Service and National Service participants, program directors, and community leaders to share experiences, lessons learned, and recommendations; 2) deliver a report to the President on the impact of youth service nationally; and 3) celebrate national service. Two crew members and a staff person from the Norwest Youth Task Force were chosen to participate in the forum. President Clinton heard presentations by our nation's youth service workers regarding experiences and concerns from their jobs related to health and human needs, the environment, education, public safety, and disaster relief. A Norwest Youth Task Force crew member in attendance delivered the disaster relief presentation to the President.

Projects Accomplished:

- Removed debris, cleaned facilities, and cleared public areas at Saylorville Reservoir and Big Creek Lake.
- Removed sandbags, cleared debris, and cleaned facilities for West Des Moines Water Works and the City of Des Moines. In addition, several businesses in Central Place and Valley Junction areas were assisted in their cleanup efforts.
- Cleared debris, cleaned, did demolition, and painted in at least 50 low income private residences.

- Cleared debris, cleaned facilities, and cleared public areas at the Des Moines Water Works Park and the Des Moines Public Works yard.

- Cleared debris, cleaned facilities, cleared public areas, laid sod, and painted at Walnut Woods State Park, Prospect Park, Irving Park, and Glendale Cemetery.

- Excavated and terraced a stone wall in Greenwood Park.

- Distributed an estimated 3,609,760 gallons of water to Des Moines area residents

- Delivered an estimated 300,000 gallons of water were to nursing homes, day care centers, schools, and cleanup volunteers. Also did inventorying and packing of water to be shipped to other flood areas.

- Distributed free personal items, bedding, clothing, and food to an estimated 800 families. Also did inventorying and packing of items to be shipped to other flood areas. Trucks were unloaded and an emergency supplies warehouse was set-up.

- Prepared and served 75,000 hot and cold meals. Also, assisted with cleanup, inventorying, and shipping of 60,000 pounds of food items to other flood areas. Also, assisted in the clean-up of approximately 50 homes in the Valley Junction area.

- Cleared of debris and sandbags, and cleaned approximately 70 blocks in West Des Moines. Assisted in restoring 1 1/2 miles of railroad tracks and right-of-way along Railroad Avenue

- Provided approximately 300 families with more than 10,000 food pantry items.

- Provided flood cleanup and support services at North High School and Central Campus.

- Processed flood relief claims.

- Provided debris removal, cleanup, and demolition assistance to private businesses.

- Provided approximately 93 hours of child care for a PTA-sponsored daycare center.

- Referred six alternate applicants to a private business who wanted to hire to help with cleanup efforts.